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ABSTRACT

This guide reflects the theories developed by Project RESPECT during 3 years of planning, implementing, and evaluating eight transition programs in central Kentucky. Project RESPECT sought to address the problems of vocational training for mentally handicapped secondary students and the coordination of services between secondary education and postsecondary rehabilitation. Project RESPECT's vocational training program combines classroom training and school-based vocational exploration with community-based occupational skills training. The problem of "linkages" or interagency coordination was attacked by forming three separate transition teams: administrative, mid-management, and direct service. These three teams are known as the Advisory Committee, the Coordinating Committee, and the Implementing Committee. This guide does not present a step-by-step process for program development but outlines key elements essential to successful transition programming. Section I of the guide, "Planning and Developing a Vocational Training and Transition Program," covers development of effective transition teams and activities that transition teams should undertake. Section II, covering program implementation, focuses on the individual transition plan, the vocational training program, and the transitional training program. Section III contains blank forms to assist in program development. (JDD)

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Developing Transition Programs

A Guide for Administrators and Teachers

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Developing Transition Programs

A Guide for Administrators and Teachers

Project RESPECT is a project of
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Lexington, Kentucky

PROJECT Respect

NOTES

DEVELOPING TRANSITION PROGRAMS
A GUIDE FOR ADMINISTRATORS AND TEACHERS

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INTRODUCTION

Each year approximately 250,000 handicapped youth leave the nation's school systems through graduation or termination of eligibility. The Bureau of Education for the Handicapped, in 1976, estimated that fewer than 25 percent of handicapped students leaving the school systems each year were pursuing post secondary education or were fully employed. It was estimated that two-thirds of the handicapped population exiting the schools was underemployed or unemployed. Most handicapped youth need assistance in obtaining employment; yet, the gap between those who need services and those who are receiving services has led many parents, education and rehabilitation professionals and government officials to the realization that transition from school to work for handicapped youth is the weakest link in the education-rehabilitation process.

"Project RESPECT: A Rural Vocational Training Model" is a three year, federally funded transition project with the goal of addressing the problems of vocational training for mentally handicapped, secondary students and the coordination of services between secondary education and post secondary rehabilitation. Through funding from the Department of Education, Office of Special Education and Rehabilitation Services and subsequent funding from various State agencies, Project RESPECT developed, implemented, and evaluated eight transition programs for Trainable and Educable Mentally Handicapped students enrolled in eight rural school systems in central Kentucky. The documentation found in "DEVELOPING TRANSITION PROGRAMS: A GUIDE FOR ADMINISTRATORS & TEACHERS", is the collective experience of developing those eight school-to-work transition programs.

It is the opinion of this author that the development of a school to work transition program is multi-faceted and most complex. Because of the uniqueness in personalities; teaching and administrative philosophies and styles; community resources and prejudices as well as the sometimes contrasting beliefs of both professionals and lay persons regarding the abilities and employment capabilities of mentally handicapped persons, there can be no step-by-step process to the development of a transition program. There are however, key elements essential to successful transition programming.

The following "GUIDE" reflects the theories developed by Project RESPECT after three years of actively planning, implementing and evaluating eight transition programs. The "GUIDE" represents a culmination of successes and failures experienced by Project RESPECT and the solutions which eventually led to the establishment of eight successful school-to-work transition programs.

PROJECT RESPECT: AN OVERVIEW

"Project RESPECT: A Rural Vocational Training Model" began in 1984 in response to a need voiced by educators in the field of special education to provide vocational programming and transition services to trainable and educable mentally handicapped students exiting the rural school systems in Central Kentucky. Traditionally, sheltered workshops and work activity centers had been the only post secondary option available to the majority of these students and suddenly education professionals were faced with the realization that those doors were now closed. Sheltered workshops and work activity centers in Central Kentucky were full to capacity with twenty to thirty persons awaiting entry. Additionally, post secondary job placement services were geared to a more "work ready" population. To compound the problem, the school systems did not have the personnel nor the expertise to provide vocational skill training designed to prepare these students for post secondary employment programs.

Project RESPECT therefore was funded to find solutions to two problems encountered by the public school systems in Anderson, Bourbon, Clark, Jessamine, Scott, Shelby, Franklin and Woodford counties. First, vocational training programs had to be developed in each of the school systems to better prepare exiting students for the post secondary world awaiting them. And second, linkages had to be made with adult service providers so that appropriate services would be available in each community for the students upon leaving the school systems.

The vocational training program which has evolved after three years of planning, testing, evaluating and refining combines classroom training and school based vocational exploration with community based occupational skills training. Student training is individualized to meet the specific transition needs of each student.

The problem of "linkages" or interagency coordination was attacked on three levels by forming three seperate Transition Teams: administrative, mid-management and direct service. The interrelationships of these three Transition Teams resulted in a well-coordinated, cooperative approach to the transition of mentally handicapped students from school to the adult world.

An Advisory Committe was formed which consisted of the top administrative officials in the State from the Office of Vocational Rehabilitation, the Office of Vocational Education, the Office for Exceptional Children, the Job Training Partnership Act and the Office for Mental Retardation. This committee met annually and served in an advisory role regarding program planning, implementation, evaluation and funding.

A Coordinating Committee was initiated and comprised of persons in middle management positions with each of the above mentioned agencies; faculty members from the University of Kentucky Departments of Special Education and Human Services; and the Coordinators of participating Special Education Programs. This was very much an active, working committee which met quarterly. The Coordinating Committee developed the transition plan which was later utilized by the direct service personnel in the actual implementation of the student Individual Transition Plan. The committee also addressed legal, liability and funding issues associated with implementing a vocational training and transition program.

An Implementing Committee which was comprised of grassroots, direct service personnel was also organized. This group of classroom teachers, Vocational Rehabilitation counselors, job placement personnel, employers and parents met regulary to share information, test methods for transitioning students and to make recommendations to the Coordinating Committee regarding policy changes or revisions necessary to implement a successful transition program for trainable and educable mentally handicapped students.

At the conclusion of this three year demonstration project, over 200 mentally handicapped students will have received vocational training through the efforts of Project RESPECT and the participating school systems. Of the students who have left the school systems during this three year period, through graduation or termination of services, 88% have made successful transitions to the post secondary, adult world.

SECTION I

PLANNING AND DEVELOPING A VOCATIONAL TRAINING AND TRANSITION PROGRAM

To "ere" is human, to "learn" is to develop a successful school to work transition program.

The development of any new program requires time to conduct necessary planning activities and to gain appropriate approvals. It is very difficult to allow students to exit the school system with no vocational training or transition services while six to twelve months are "sacrificed" so that adequate planning can result in a well structured program. The tendency to move too quickly into the implementation phase of the program can oftentimes cause irreparable damage.

DEVELOPING THE TRANSITION TEAM

The first element in the development of a transition program is to organize and delineate the responsibilites of all of the persons involved in the transition of secondary students to the adult community by establishing the Transition Team. Since the student is still the responsibility of the school system, a designated representative of the school should initiate the development of the Transition Team. Typically, the classroom teacher or Special Education Coordinator would assume this function. It is suggested that prospective team members be contacted initially, in person, and that the concept and need for a transition program for mentally handicapped students be fully explained. Additionally, an estimate as to the amount of time required by a member of the Transition Team, along with projected activities, should be conveyed during this initial contact.

The Transition Team should be comprised of at least the following persons:

-- **ALL SPECIAL EDUCATION TEACHERS AT THE SECONDARY LEVEL**

The early INVOLVEMENT AND UNDERSTANDING of all special education teachers is essential to a successful program. Too often, teachers who are not directly involved in a transition program view transition teachers as having reduced work loads or receiving preferential treatment. Resentment on the part of these teachers can lead to a lack of cooperation and the student's transition will be jeopardized.

-- **VOCATIONAL EDUCATION TEACHERS AT THE SECONDARY LEVEL**

The vocational education programs are often overlooked as viable resources for both expertise in vocational training and needed training tools. Vocational Education teachers have been trained to teach toward the goal of employment. Their knowledge and teaching strategies can provide invaluable in-service training for special education teachers. Additionally, vocational education programs have work-oriented curricula and teaching aids which can be borrowed or adapted for use with handicapped students.

-- **THE OFFICE OF VOCATIONAL REHABILITATION COUNSELOR**

-- **CASE MANAGER OR OTHER REPRESENTATIVE FROM THE MENTAL RETARDATION BOARD**

-- **REPRESENTATIVES FROM JOB PLACEMENT AGENCIES**

Job Placement Agencies can include local sheltered workshops, vocational rehabilitation agencies, private vocational rehabilitation agencies, Comprehensive Care programs, Associations for Retarded Citizens, Mental Retardation Boards or the Job Training Partnership Act. In developing the Transition Team, it is important to be knowledgable of all job placement services available to the students and involve each of the respective agencies in the initial planning of the program.

It has been the experience of this Project that the job placement agency should be actively involved in the placement of the student no later than the beginning of the student's last year of school. Their involvement with the transition planning of a student however, should begin when a student enters the secondary grades.

-- **REPRESENTATIVE FROM OTHER ADULT SERVICES AGENCIES**

"Other adult service providers" refers to those agencies who provide recreation or leisure activities; counseling services; respite care; housing; transportation services or day habilitation activities.

-- **PARENT**

-- **A REPRESENTATIVE FROM THE BUSINESS COMMUNITY**

-- **THE SCHOOL PRINCIPAL**

-- REPRESENTATIVE FROM THE JOB TRAINING PARTNERSHIP ACT, PRIVATE INDUSTRY COUNCIL

-- THE SPECIAL EDUCATION COORDINATOR

-- COUNTY JUDGE EXECUTIVE OR OTHER LOCAL ELECTED OFFICIAL

Local support and funding are necessities for a vocational training and transitiion program. The County Judge Executive or other local elected official can often assist with the acquisition of both support and funding.

-- REPRESENTATIVE FROM LOCAL NEWS MEDIA

ELEMENTS TO ENSURE AN EFFECTIVE TRANSITION TEAM

The success or failure of a transition program depends in large part on the effectiveness of the Transition Team. Several elements can help to ensure that effectiveness.

1. Define the Goal of Education for mentally handicapped students. Although this task seems relatively simple, this may be one of the most difficult activities of the Transition Team. Philosophies from a variety of disciples must culminate into a common, accepted Goal.

2. Define the role of the Transition Team as a whole. What are the specific goals and objectives that the Transition Team wants to accomplish. (Some common activities of a Transition Team are explained further in the section titled "Activities of the Transition Team.")

3. Establish the components involved in the transition of students from school to the adult community (Figure 1).

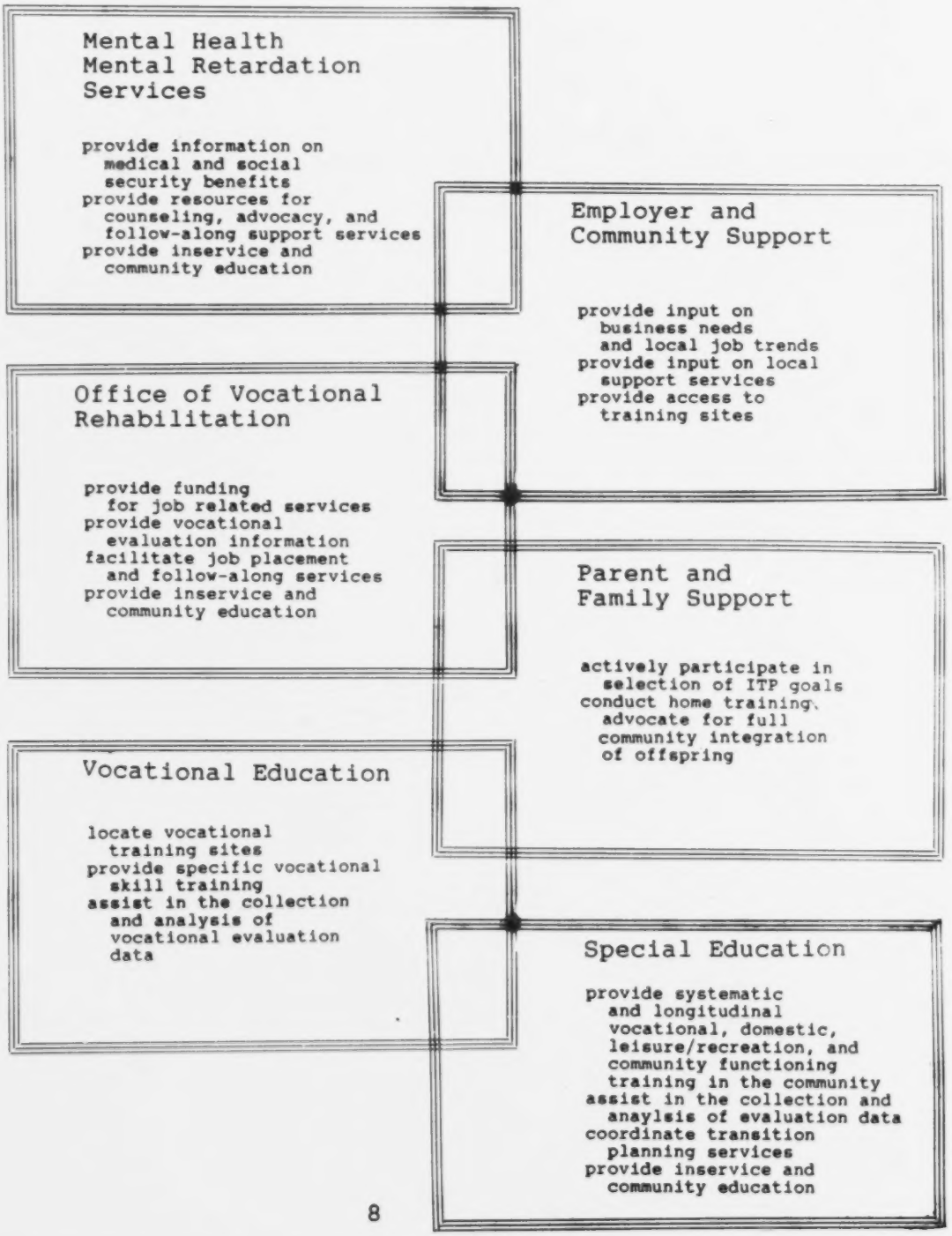
4. Define the roles of each of the team members as they relate to the components involved in a successful transition (#3), (Figure 1).

5. Develop written agreements for interagency coordination. Written agreements may vary from broad statements of commitment to work together to a detailed description of the objectives, roles and responsibilities of each party. The following components should be included in a written agreement (Appendix A).

   -- A clear statement as to the purpose of the agreement.
   -- Definition of any terms which may be ambiguous (severely disabled, job placement, supported employment).
   -- Clear definitions of programs, services, eligibility requirements, target populations and fees.
   -- Specific actions, roles and responsibilities of each party.
   -- Specific timelines, meeting dates, termination/revision procedures, documentation, confidentiality, referral procedures and general information sharing.
   -- Procedures and guidelines for the collection and utilization of evaluation data.

Figure 1

INTER-AGENCY COORDINATION
SCHOOL-TO-WORK TRANSITION



ACTIVITIES OF THE TRANSITION TEAM

Activities of a Transition Team in the planning and development of a vocational training and transition program will vary from one locale to another. Some of the most beneficial activities of the transition teams involved in Project RESPECT are indicated below.

1. Catalogue the Resources of the School System

Every school system generally has a wealth of resources which are typically not tapped by the special education programs or are not utilized to the fullest extend possible. In identifying possible resources, minimal considerations should include personnel, equipment, expertise, transportation and other vocationally oriented programs.

The gathering of information regarding available resources can be accomplished by a variety of methods. One suggestion is to develop and distribute to all school personnel, a brief explanation of the proposed program, accompanied by a questionnaire requesting input regarding available resources. Personal contact should be made with all persons who respond positively to the questionnaire. Board approval should be obtained prior to the distribution of the survey. A guide to help with this activity can be found on page 43.

PERSONNEL refers to any person in the school system, or associated with the school system, who has time and is willing to consistently give that time to the vocational training and transition program. Administrators, school counselors, physical therapists, occupational therapists, vocational education teachers, speech therapists, physical education teachers, art teachers, regular classroom teachers, food service workers,janitorial staff or bus drivers are possible resources to assist with the training and transition of handicapped students.

EQUIPMENT refers to any type of vocational training equipment available to students in regular programs. Equipment such as typewriters, washing machines, dryers, cash registers, adding machines, stoves, tools, iron and ironing boards are ideal for the vocational preparation of mentally handicapped students. Most of this equipment can be found in home economics classrooms, business departments and shop classes. Additionally, each of these classrooms is usually vacated at least one hour per day and could therefore be utilized by the special education teacher in the vocational training of students.

The amount of untapped EXPERTISE within a school system is overwhelming. School counselors are knowledgable of vocational interest testing and career planning. Vocational Education teachers can assist with hands-on skills training strategies; equipment and job modification techniques; and work-flow theories related to increased productivity. Distributive Education teachers can provide knowledge regarding job development and marketing strategies. Food service and janitorial staff can provide information regarding skills required of such occupations. Physical education teachers can assist with the development of physical stamina and work tolerance programs for handicapped students.

TRANSPORTATION can be a major issue in developing a vocational training and transition program. Research has shown that community based training for mentally handicapped students is the most effective means of training toward the goal of employment. Therefore, it is essential to assess whether busses, vans or other school vehicles would be available to transport students during the course of the school day.

In many instances, school systems have OTHER WORK TRAINING PROGRAMS in operation for non-handicapped students which are often not utilized fully. Distributive education, work-study or drop-out prevention are typical programs available to non-handicapped students. With sometimes minimal coordination of efforts, these programs can become viable sources of vocational training and transition for some handicapped students, and should therefore, be pursued.

2. Catalogue the Resources of the Community

Community resources vary widely from one community to another but general areas to research are rehabilitation agencies, job placement services, housing, recreational activities, transportation services, post secondary training programs, counseling/social service agencies and employment opportunities. A representative from the majority of these agencies should be on the Transition Team. Therefore, ready access to this information will be available. In cataloguing community resources, include all resources available to non-handicapped persons as well as those specifically designed for the mentally handicapped population.

Pages 44-45 provide a format to assist with the activity of cataloguing community resources. Information gathered from these community resources should include at least the following:

Services provided
Eligibility requirements/restrictions

Fee, if applicable
Referral procedures
Application procedures
Contact person or title of person to be contacted
Population(s) served
Telephone number
Address
Plans to offer services or employment to mentally handicapped persons
Willingness to provide services or employment to mentally handicapped persons
Specific training or adaptations required to provide services (employment) to mentally handicapped persons

In addition to the preceeding data, information obtained from community businesses should include:

Skill level of jobs representative of the business
Environmental factors associated with the business
Safety factors
Physical capacity required of specific jobs
High turn over jobs within the business
Amount of supervision provided
Working hours
Wages and fringe benefits
Part time employment available
Willingness to experiment with supported work options such as shared jobs, work crews or enclaves

This process of cataloguing community resources has a two-fold purpose. (1) The much needed and valuable data necessary to plan and develop a vocational training and transition program is collected and compiled for review by the Transition Team.
(2) The seed for implementing a vocational training and transition program has been planted with each of the agencies and businesses who will eventually be involved in the transition process of the students. This will be critical to the later success of the program.

3. Teacher Training

Trained staff to implement a vocational training and transition program is essential. Although special education teachers are well educated regarding the acedemic teaching strategies for mentally handicapped students, most are not equipped to teach vocational skills; to conduct job development activities; to manage a staff of paraprofessionals; nor are they familiar with adult service

providers in their community. For a vocational training and transition program to be successful, special education teachers must be well versed on all of these topics and more. From the experiences encountered in developing eight transition programs, the following in-service training topics are suggested:

- Interpreting Vocational Evaluation Results for Use in Student Vocational Planning
- Conducting Situational Assessments in the Classroom and the Community
- Structuring a Vocationally Oriented Classroom
- Understanding the Office of Vocational Rehabilitation: Eligibility, Services, Restrictions
- Understanding the Job Training Partnership Act: Eligibility, Services, Restrictions
- Task Analysis Training for Use with Students in Vocational Settings
- Conducting Environmental Assessments to Affect a Successful "Person-Environment Fit"
- Developing an Individual Transition Plan
- Interest Test Appropriate for the Mentally Handicapped Population
- Personnel Management: Supervisory Techniques
- Time Management for a More Efficient Work Day
- Understanding Time Studies and Work Rate
- Understanding Work Flow Concepts for Increased Student Productivity
- Job Modifications and Adaptations for Accessability to Jobs
- Grant Writing to Meet Program Funding Needs
- Program Evaluation: Data Collection and Analysis

4. Develop the Vocational Training Curriculum

Project RESPECT was involved with adapting and developing curriculum for both trainable and educable mentally handicapped students. This section will, therefore, provide general information regarding common factors essential in the curriculum for both populations as well as specific concerns and considerations inherent in each respective curriculum. This "Guide" will not provide a vocational curriculum for educable or trainable mentally handicapped students but will serve as an outline and benchmark with which to measure a vocational curriculum for these two populations.

The vocational curriculum utilized by a school system to prepare mentally handicapped students for the post secondary world of work should include:

(1) Those global work factors associated with obtaining and maintaining employment, ie. physical stamina; co-worker interaction; completing a task; accepting constructive criticism; attendance; punctuality; quality and quantity of work produced.
(2) Specific skills relevant to actual jobs in the community.

(3) A mechanism for matching the student with the best community placement experience.

The curriculum utilized by Project RESPECT participating schools incorporated vocational classroom training; school based experiential skill training; and community vocational training, both paid and non-paid. It is the belief of this author as well as other professionals in the field, that the curriculum for secondary level mentally handicapped students should be age appropriate, relevant, functional and vocationally oriented, with a major community based training component. Community jobs should be task analyzed and environmental and socio-ecological assessments should be conducted and incorporated into the vocational training of the students. Additionally, information from employers should be collected routinely and any deficits noted in student work behaviors or work skills should be analyzed and appropriate revisions or additions in the curriculum should be made. Employer input into the vocational training curriculum cannot be over-emphasized.

To simulate the work environment, it has been the experience of Project RESPECT with both classroom based and community based vocational training, that at least a <u>two hour block of time should be incorporated into the design of the curriculum</u>. Physical stamina and work tolerance have been cited by employers as weaknesses in the vocational preparation of mentally handicapped students. In reviewing most school curricula, this is not surprising. Students exiting the school systems with a traditional education are not accustomed to concentrating on any one activity for more than forty to forty-five minutes at one time. However, when faced with actual employment, most employees are expected to work consistently for two hours prior to a ten to fifteen minute break. This simple consideration in developing the curriculum and scheduling classes for mentally handicapped students may mean the difference in the success or failure of those students in an employment situation.

With the adoption of at least a two hour vocational block of time, scheduling for most traditional EMH programs becomes a problem. Many EMH students are in a diploma program and are therefore required to complete the course of study mandated by the State. Additionally, many of these students are mainstreamed into regular classes for one or more periods per day.

Project RESPECT participating schools found three solutions to this problem for the EMH programs. First, depending on the student and the parent, a student could be moved into a non-diploma or vocational track program and receive a Certificate of Completion or a Vocational Certificate. A non diploma program does not necessitate that students complete the required units of math, English, Social Studies, History, etc., to graduate. The flexibility in scheduling of activities for a vocational training program is therefore achieved.

Second, a curriculum could be developed which incorporated all of the functional classes yet was vocationally oriented and provided for a community training experience. A student could, for example, receive English and math credit, from 8:00 a.m. until 10:00 a.m., while working at a local grocery store weighing and marking produce; stocking shelves; and maintaining a weekly log of activities, hours worked, accumulated pay and skills mastered. To incorporate this type of curriculum for EMH programs, in the State of Kentucky, required only that it be developed, approved and adopted by the local school boards of education.

Third, an "Experiential Program of Studies" could be developed and submitted for approval by the State Department of Education for inclusion into the approved State curriculum. A proposal format for "Experiential Programs" can be obtained from the Department of Education, Office of Instruction.

Three curricula were utilized and adapted by the schools participating in Project RESPECT. For trainable mentally handicapped students, the SPOTS/SPLASH curriculum, a community based, functional curriculum which emphasizes the four domains of Vocational, Community, Domestic and Recreation/Leisure, was found to be most beneficial (Kentucky Department of Education, Office for Exceptional Children, Frankfort, Kentucky). The Experience Based Career Education (EBCE), (Iowa State University, College of Education, Iowa Curriculum Assistance Systems, Ames, Iowa), and The Joint Academic Vocational Approach (JAVA), (Kentucky Department of Education, Office of Vocational Education, Frankfort, Kentucky) were utilized in developing the vocational curriculum for the EMH programs.

A curriculum to provide vocational skills training for mentally handicapped students can only be as restrictive as the creativity of the classroom teachers involved in the training of the students. The possibilities are limitless and with minor hurdles an effective, functional, vocational curriculum can be developed and implemented.

5. Determine the Cost of the Program

The essential costs associated with implementing a community based vocational training and transition program were (1) personnel, (2) transportation, (3) telephone and (4) miscellaneous supplies. An estimated budget required to implement a community based vocational program is found in Figure 2. The positions budgeted in Figure 2 assume that paraprofessional staff rather than certified special education teachers will be employed to accomodate the need for additional personnel.

Because of the student to teacher ratio necessary to successfully implement a community based program for trainable mentally handicapped students, the costs for a TMH program will be somewhat higher. It is recommended that a 1:3 staff to student ratio be maintained with trainable mentally handicapped students while a 1:8-10 staff to student ratio should be sufficient with educable mentally handicapped students. Project RESPECT found that a trained paraprofessional could more than adequately provide community based, vocational training and coordinate transitional services.

Transportation costs will vary depending on the travel distance involved in the training as well as the extent to which community based training is incorporated into the curriculum. Additionally, the more community oriented the curriculum, the less money is needed for supplies. Equipment and supplies are usually made available by the community training site, ie. dishwasher, cleaning supplies, tools, weigh scales.

A telephone is an essential need for the teachers involved in transition programming. It is important for the teacher to be able to contact the community training site and equally important for the training site to be able to contact the teacher regarding any problems with the student. In developing a school to work transition program, "Transition" becomes synonomous with "Coordination." Classroom teachers must have access to the OVR counselor, social service agencies and job placement personnel for a successful, coordinated transition program. Anyone who has tried to contact a classroom teacher through the main school number realizes the importance of a telephone in the classroom of the teacher responsible for vocational training and transition.

6. Possible Funding Sources

<u>The Local School System or State Office for Exceptional Children</u>

The first source of funding to be explored in developing a vocational training and transition program should be the school system. Very often, money already allocated to special education programs can be rechanneled from textbooks and supplies into personnel or transportation. Such possible sources of funds could be State Discretionary Funds, Federal monies allocated for special education and local school board funding.

Figure 2

TMH Program Cost

Personnel (2 paraprofessional staff @ $10,000)	$20,000
Fringe (11%)	2,200
Transportation (Milage for student training and site development and follow along)	1,000
Supplies	1,000
Telephone	500
TOTAL COST OF PROGRAM	**$24,700**

EMH Program Costs

Personnel (1 paraprofessional @ $10,000)	$10,000
Fringe (11%)	1,100
Transportation	1,000
Supplies	1,000
Telephone	500
TOTAL COST OF PROGRAM	**$13,600**

The Job Training Partnership Act (JTPA)

The Job Training Partnership Act is a very substantial source of funding. JTPA has money which is mandated specifically for youth job try out programs and for training and employment of handicapped persons. Both the State JTPA office and the local Service Delivery Area, Private Industry Council, are possible sources for funding.

Many rehabilitation and education professionals have voiced concern with the eligibility requirements, program restrictions and excess paperwork associated with JTPA funding and certainly these are justifiable concerns. However, it has been the experience of Project RESPECT that approximately 99% of the handicapped students are eligible for JTPA services. Handicapped students can be considered a "family of one" because of their disability. The only students who may not be eligible for JTPA services are those students who are receiving SSDI (disability income) benefits. If a student is receiving SSI benefits (Supplemental Security Income) however, his income falls within the economic guidelines for JTPA. It should be noted that the Governor of the State can "wave" the economic restriction for certain groups of people if justification is adequately documented and request made by the Private Industry Council for such a waiver.

JTPA program restrictions for a severely disabled population, in the past, have limited the activities of the vocational training and transition of mentally handicapped students because they would not allow for shadowing or job coaching. However, at the present time, most JTPA funding is Performance Based. A Performance Based Contract does not carry the same restrictions or documentation as the previous Cost Reimbursement method. With a Performance Based contract, reimbursement is based on predetermined performances agreed upon by the JTPA office and the subcontractor. A subcontractor therefore, is paid to complete a job. As the job is completed, payment is made to the subcontractor by JTPA. JTPA money can be used for any expense incurred by the program thereby streamlining paperwork.

The documentation required by the Job Training Partnership Act is used for participant tracking and program accountability. Typically, required documentation (Appendix B),for JTPA funded programs includes:

Enrollment Forms
Completion Forms
Separation Forms
Attendance Records
A Competency Based Curriculum with Pre and Post Tests

The types of programs generally funded through JTPA and utilized by Project RESPECT participating schools are explained in Figure 3. Although federal mandates guide JTPA programming, each Service Delivery Area develops a plan of priority funding and can also elect not to fund certain allowable kinds of programs. In making a proposal for JTPA funding therefore, it is suggested that contact be made with the local JTPA office and a meeting scheduled with the appropriate JTPA representative to discuss the following items:

-- Priority areas for funding
-- Allowable programs not being funded at the present time
-- Approximate cost per student served
-- Approximate cost per student placed in unsubsidized jobs
-- Performance standards, if any, adopted by SDA (Service Delivery Area)
-- Competency Based Curriculum, if any, adopted by SDA (Service Delivery Area)
-- List of Private Industry Council Members
-- Assistance in developing proposal to meet SDA guidelines

The Office of Vocational Education

The Office of Vocational Education has several avenues for possible funding of vocational training and transition programs for special education students. Monies can be obtained for curriculum development, personnel, supplies, evaluation, equipment and transportation. The State Office of Vocational Education should be contacted and a meeting arranged with the designated Special Education Liaison to ascertain the specific information and guidelines.

Other Funding Sources

In addition to the sources of funding previously mentioned, Project RESPECT received funding from the Office of Vocational Rehabilitation; the Mental Retardation Board and community clubs and organizations. This money may not necessarily be earmarked for specific programming and is therefore, not always available nor is it generally advertised as being available. It is important to include these agencies in the plannng of your program and make them aware of specific funding needs.

Although Project RESPECT did not receive funding from the following sources, they are, nonetheless, possible funding

Figure 3

JOB TRAINING PARTNERSHIP ACT PROGRAMS FOR YOUTH

PROGRAM	DEFINITION
Pre-Employment Skills	Training provided to in or out of school youth, 14 -21 years of age. Instruction is conducted in a class setting. Topics most freqently covered include: "how to find a job; how to fill out job application forms; how to present oneself in a job interview; work attitudes and proper work practices." A student may receive 200 hours of training. A pre-test and post-test must document student need and progress.
Limited Work Experience	A training program designed to initiate youth, ages 16-21, to the world of work. Student training is provided in a public, non-profit organization or agency. While in training, the student receives minimum wage. Wages are paid by the school, or other sub-contracting agency, with funds provided through the Job Training Partnership Act. Training can be for 30 hours per week for a maximum of six months. The non-profit agency is not obligated to employ the student at the conclusion of training.
Try Out Employment	A training program designed to provide employment experience to youth, 16-21 years of age. Student training is provided in a private, for profit business. While in training, the student receives minimum wage for work produced. Wages are paid by the school, or other sub-contracting agency, with funds provided through the Job Training Partnership Act. Training funds are available for a maximum of 250 hours per training site or a maximum of 500 hours per student. The employer is asked to employ the youth at the end of a successful Try Out Employment experience.

sources for vocational training and transition of handicapped students to the adult world.

-- The Developmental Disabilities Council
-- The Association for Retarded Citizens
-- Private Foundations United Way or Community Chest
-- Service Organizations (Civitan, Lions, Rotary Clubs)

7. Address Other Issues of Concern

Transportation

Transportation is usually cited as the most common area of concern for school systems developing a community based vocational training program. Schools participating in Project RESPECT utilized a variety of transportation options.

-- The school system made available a bus and driver to facilitate the program.
-- The school system made a bus available. The classroom teacher and paraprofessionals participated in bus driver training, and then drove the bus.
-- Teachers and paraprofessionals used their private vehicles to transport students and the school provided funds for any additional insurance needed.
-- Parents provided transportation for their own son or daughter.
-- Public transportation was used whenever possible.
-- Taxi services gave reduced rates and some students were transported by taxi.
-- Transportation was coordinated with local agencies, such as the Association for Retarded Citizens, whose vehicles were not utilized during the school day.

Liability

A successful vocational training program, with the goal of transition from school to employment, necessitates that the students receive community based training while still enrolled in the school system. With this move from the classroom to the community, the fear of accidents and law suits often make administrators resistant to the concept. There are however, some simple, inexpensive precautions that can and should be taken, prior to implementing the program.

First, explain the program to the insurance company providing liability insurance to the school system. With all eight schools participating in Project RESPECT, the school liability

insurance completely covered the activities of the program and no additional insurance coverage was necessary.

Often, a classroom teacher or paraprofessional will drive their private automobile to transport students for community based education. The School Board's fleet insurance should provide coverage automatically to all Board employees, after and above the coverage of the primary insurance. Since insurance coverage varies greatly, it is suggested that both the school and the personal automobile insurance of the teachers and paraprofessionals be informed and assurance obtained from the insurance companies. As an additional precaution, classroom teachers and paraprofessional staff should complete the bus driver training program required by the school system and the school system should document such training.

If community based education is being instituted into the curriculum for the first time, four safeguards are suggested.

(1) A training program for all paraprofessional staff should be developed and training documented.
(2) Include community based training as a specific activity in the job description of the paraprofessional. The job description should state clearly that the paraprofessional is working under the supervision of the classroom teacher to carry out activities planned by the classroom teacher.
(3) Liability insurance for paraprofessionals should be investigated.
(4) School insurance should be provided to all participating students.

Paraprofessional Training and Activities

The paraprofessional is a key staff person and team member of the transition process. The paraprofessional works under the supervision of the classroom teacher to implement the activities planned by the classroom teacher for the transition of individual students.

For Project RESPECT programs, the paraprofessional functioned primarily as the vocational, community trainer. The major responsibilities and activities of the paraprofessional in the role of Vocational Trainer, generally included:

(1) Vocational Exploration with Students
(2) Worksite Development
(3) Community Based Instruction
(4) Student Support and Follow-Along
(5) Transportation Training
(6) Documentation and Tracking

The experience of Project RESPECT suggests that the successful, effective paraprofessionals (Vocational Trainers) possessed similiar attributes. The profile of that Vocational Trainer can be characterized as follows:

(1) Initiative and Creativity
(2) Ability to Work Independently
(3) Knowledge of Community Jobs and Business Persons
(4) Knowledge of the World of Work
(5) Positive, "Try Another Way" Attitude
(6) Salesmanship

Training of paraprofessional staff should be a major concern and consideration for both administrators and classroom teachers in the development and implementation of a community based, vocational training and transition program. It is strongly recommended that in addition to the specific training areas outlined below, the classroom teacher should accompany the paraprofessional into the community and "work through" several student training programs. This approach should result in a well defined and organized community based training program for the students.

Paraprofessional training should include at least the following areas:

(1) Task Analysis
(2) Observational Assessment
(3) Observation and Documentation
(4) Job Modifications and Adaptations
(5) Intervention Strategies
(6) Bus Driver Training
(7) Worksite Development - Effective Employer Relations

8. Develop a Marketing Plan

Marketing should not be overlooked as an important and on-going element in the development and implementation of a vocational training and transition program. The program must be accepted and supported by school and rehabilitation professionals, direct service staff, students, parents, employers and funding sources.

The marketing plan should include:

-- A Statement of Need
-- Follow-up Statistics of Students Exiting the Special Education Program for the Previous Three Years
-- Program Objectives

-- Outline of Program Activities
-- Cost of Implementing the Program
-- Student Potential
-- The Difference the Program will Make to the Students
-- Probable Consequences of not Implementing the Program

The marketing plan, once developed can be presented in a number of ways. Project RESPECT utilized the following techniques which are in no way inclusive. The Transition Team should work toward developing innovative marketing strategies to ensure the acceptance and support of the program by all persons involved.

(1) Presentations at School Board Meetings, teacher meetings, PTA meetings, staff meetings of adult service providers and OVR counselors, and regular meetings of community groups and organizations
(2) Newspaper articles regarding the program and highlighting the successes of individual students at particular job sites
(3) Video tapes of students performing jobs in the community
(4) Slide presentations outlining the specifics of the program
(5) Preparation of student profiles to be presented to prospective employers
(6) Employer surveys regarding possible job opportunities or training opportunities for the students
(7) Public service announcements on the radio or television

9. Develop a Program Evaluation System

Student tracking and program accountability are two very important factors in the development of a vocational training and transition program. They provide data to defend the need and success of the program; they give statistics for future planning; and they provide concrete information for program changes and improvements.

The terms "tracking and accountability" automatically arouse the negative attitudes associated with MORE PARPERWORK. However, in dealing with this issue early in the program planning phase and with members of the Transition Team, it is very possible to reduce paperwork and still maintain sufficient documentation.

It is recommended, therefore, that the first activity in developing a program evaluation system, be to compile and examine all the paperwork completed by the classroom teacher, the OVR counselor, and other adult service agencies involved in the transition of students, with the mutual concensus that DUPLICATIVE PAPERWORK IS NON-PRODUCTIVE. For example, an

application form, for most programs, usually requires essentially the same information: Name, Date, Social Security Number, Address, Telephone, Parent's Name, Birthdate, Disability, Income, etc. Certainly, the application form which is the most "all inclusive" could be utilized by all participating agencies; completed by the most appropriate person; and distributed to applicable agencies for inclusion in their client files. Additionally, the Individual Habilitation Plan, the Individual Educational Plan, and the Individual Rehabilitation Plan have very similiar requirements. There is no reason, when working with the attitude of mutual cooperation, that one of these plans could not be accepted by all agencies. Logically, while a student is still enrolled in the school system, the IEP could be accepted by all participating agencies.

The second consideration in developing a program evaluation system is to determine why an evaluation is necessary and how it will be used; determine what information is needed; and define how that information will be ascertained. The most common use of program evaluation in vocational training and transition programs is for long term program planning and change. This type of evaluation requires both process and summative information. Typically, the kind of information maintained for program evaluation purposes is:

Student Primary Disability
Student Secondary Disability(s)
Previous Training or Work Experience
Student Potential/Abilities/Aptitudes
Student Vocational Interest
Student Social Adaptability
Amount and Type of Integration with Non-Handicapped Peers
Amount and Type of Training Provided
Student Attitude Toward Work
Parental Involvement
Amount and Type of Supervision
Student Progress Toward Goals
Interventions

This information should be reviewed at least quarterly by the Transition Team and recommendations for program changes or improvements be made.

10. Secure Appropriate Approvals

Prior to implementing the vocational training and transition program, appropriate approvals should be obtained. The proposed program along with the curriculum should be approved

by the Board of Education. Once approved and adopted as the course of study by the Board, the proposed program should further be presented to the State Office of Vocational Rehabilitation, Office of Mental Retardation, the Job Training Partnership Act, the Office of Vocational Education, local private/public cooperating agencies, parents, and employers. Since a representative of each of these agencies was involved in the development of the plan, this program approval should be simply documentation of previously agreed upon activities.

SECTION II

IMPLEMENTING A VOCATIONAL TRAINING AND TRANSITION PROGRAM FOR MENTALLY HANDICAPPED STUDENTS

The best laid plans of mice, men, educators and transition teams, often go astray.

Let it not be implied that coordination, cooperation or the implementation of any new program is easy. There is no way to anticipate and plan for every facet or obstacle associated with new programming. Being committed to the concept of transition; having support persons and a mechanism to discuss and evaluate problems; and maintaining a positive and open attitude will all contribute to a successful vocational training and transition program for mentally handicapped students.

THE INDIVIDUAL TRANSITION PLAN

The Individual Transition Plan is the catalyst for the implementation of the vocational training and transition services for each student. The ITP interfaces with the Individual Educational Plan by providing long-term transitional goals to the already short-term objectives identified in the IEP. It is generally accepted that the ITP begins when a student is 16 years of age; it pivots on the acceptance of the parents of the long-range goal of employment; and adult service participation in its development is an absolute necessity.

The development of the Individual Transition Plan is a team effort. The Individual Transition Team should be comprised of the classroom teacher, paraprofessional staff, student, parent, OVR counselor, Mental Retardation case manager, school principal, and, depending on the specific post secondary needs of the student, other adult service agency representatives (housing, recreation/leisure, counseling, independent living skills programs). The ITP should be very concrete in regard to timelines, person(s) responsible for completion of objectives, funding for activity, provision for transportation and review dates. In reviewing ITP objectives, flexibility is most important. Student attitudes and interests change, job market trends vary and other circumstances may necessitate revision of student goals on the ITP.

THE VOCATIONAL TRAINING PROGRAM

The planning process for Project RESPECT resulted in a program with two very distinct components, vocational training and transition services. The vocational training program model is described below. Training combines classroom, school and community based instruction into a comprehensive vocational program (Figure 4). Although the vocational training model appears somewhat progressive in theory, it is not developmental. The training model is used as an outline for individual student planning. A student is not expected to "master" one component prior to moving to the next. Depending on the needs and abilities of a student, participation in a component may not be necessary or a student may participate in several components, concurrently. The curriculum for the EMH and TMH programs are very different; however, the program structures are similiar and are therefore, both included in the following descriptions.

Vocational Assessment

Vocational assessment strategies and the use of vocational evaluation information take a variety of forms. Project RESPECT found that an initial assessment of student performance during the first year of the student's secondary school program, combined with on-going assessment of the student performing various vocational tasks was the most beneficial. Vocational assessment was not used to screen students out of the program, but rather to plan and develop a training program to meet the specific needs of each student.

A formal evaluation was conducted during the student's second to last year of school and paid for by the Office of Vocational Rehabilitation. This evaluation is used to further assist the student with decisions regarding a vocational goal.

Classroom Based Instruction

Classroom Based Instruction focuses on work behaviors and basic work skills associated with most jobs. These skills can be learned and practiced utilizing work samples which simulate actual jobs in the community and which have been time studied for production standards. Figure 5 illustrates the type of worksamples developed and utilized by Project RESPECT. Work samples, for Project RESPECT, served three purposes.

First, they provided students the opportunity to practice vocational skills indicative of most service and labor

VOCATIONAL TRAINING AND TRANSITION PROGRAM

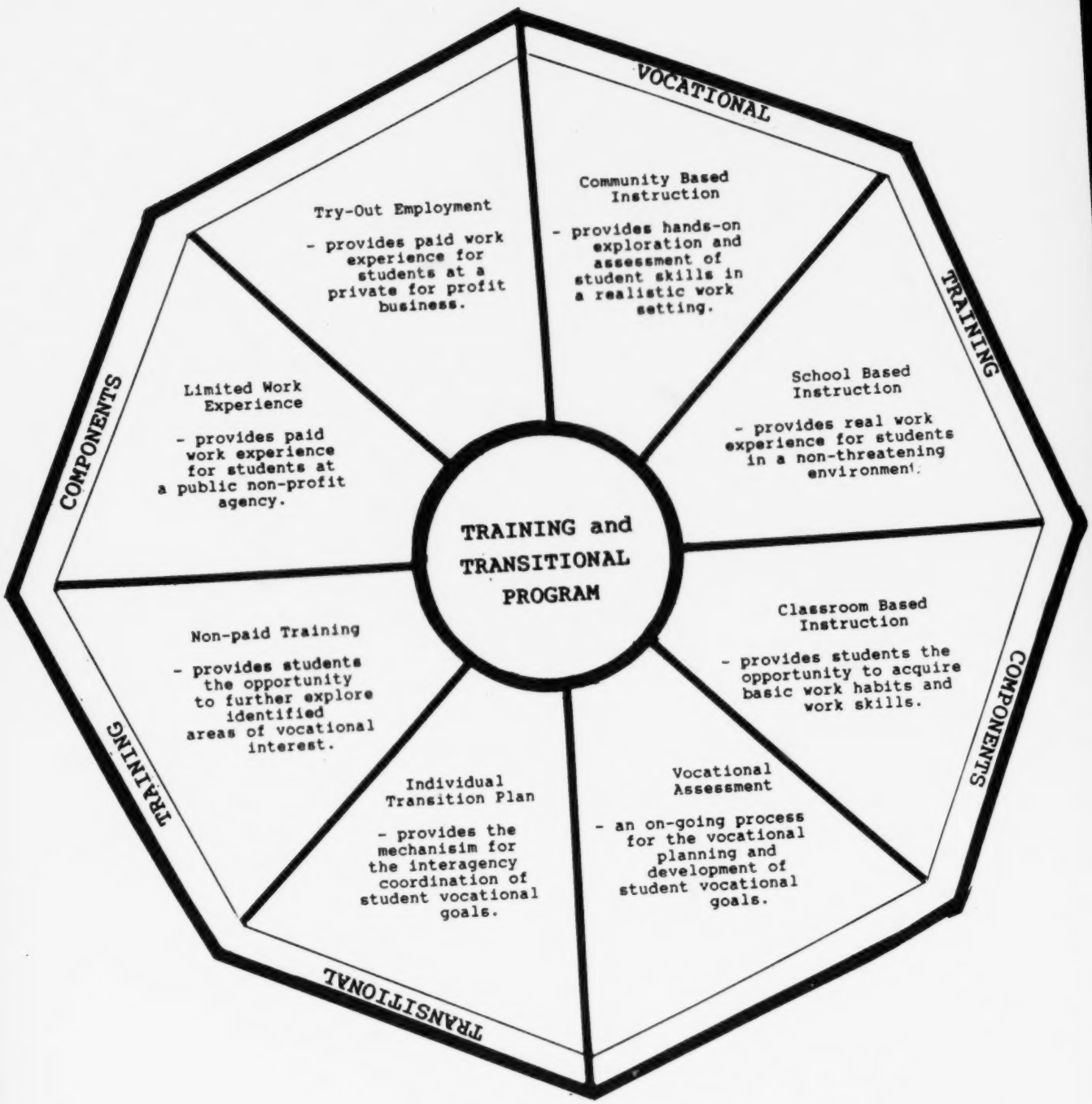

VOCATIONAL
TRAINING
COMPONENTS
TRANSITIONAL
TRAINING
COMPONENTS
TRAINING and TRANSITIONAL PROGRAM
Community Based Instruction
- provides hands-on exploration and assessment of student skills in a realistic work setting.
School Based Instruction
- provides real work experience for students in a non-threatening environment.
Classroom Based Instruction
- provides students the opportunity to acquire basic work habits and work skills.
Vocational Assessment
- an on-going process for the vocational planning and development of student vocational goals.
Individual Transition Plan
- provides the mechanisim for the interagency coordination of student vocational goals.
Non-paid Training
- provides students the opportunity to further explore identified areas of vocational interest.
Limited Work Experience
- provides paid work experience for students at a public non-profit agency.
Try-Out Employment
- provides paid work experience for students at a private for profit business.

Figure 4

occupations such as finger dexterity; eye-hand coordination; size, shape, and color discrimination; following instructions; and fine and gross motor coordination. Second, they provided non-handicapped standards which served to evaluate and measure student performance on jobs typical to the community. And third, they were a means by which a student, in a non threatening environment, could master the work habits essential for successful employment such as reporting to work on time; clocking in and out; completing a task; working as a team member; accepting supervision and constructive criticism; and the importance of quality and amount of work produced.

In preparing for and implementing the classroom based vocational training program, these steps should be followed:

(1) Develop worksamples that reflect jobs in the community.
(2) Label and shelve all work samples so that students can get their own work and return the worksample to the appropriate location. This simple method of organizing worksamples instills independence, responsibility and initiative in the students. Lack of these qualities is often cited as the reason for mentally handicapped students losing employment.
(3) Treat worksamples as if they are real jobs. That is, time student performance on each work sample and maintain production rates; check each work sample for accuracy and inform students of errors; maintain student records and counsel with students regarding their performance in relation to other persons who are doing similiar jobs in the community.

An example of this type of vocationally oriented classroom based program is provided in Appendix C. "The Classroom as a City" not only provides students with the necessary acedemic, vocational, social and recreational skills, but also motivates and maintains student interest and participation in the program.

School Based Instruction

The classroom can be expanded by utilizing the entire school system. By using this approach while still in the secure environment of the school setting, the students' vocational experience can be broadened. Students can be allowed to work with non-handicapped peers in real situations.

* "The Classroom as a City", developed by Peggy Preissing, Special Education Teacher, Educable Mentally Handicapped Program, Bourbon County High School, Paris, Kentucky.

Figure 5

WORK SAMPLE

Circuit Tester Sorter

NHR: 1740

Materials:

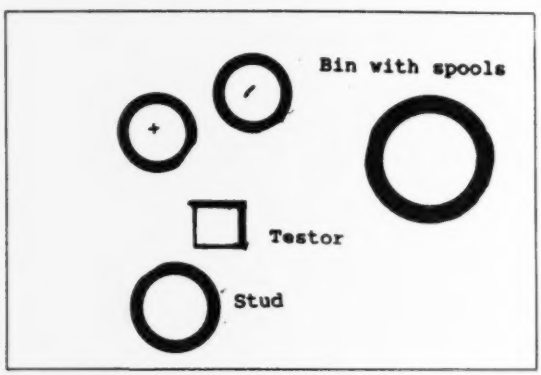
1 Continuity Tester with batteries
1 Metal Plate
3 Large Containers
1740 conductor spools (thumbtacks, paper fasteners, aluminum foil, glue)

Procedure:

Teacher arranges material as in diagram.

Teacher explains to student that he/she is to test all of the spools in the large container by touching the pointed edge of the continuity tester to the metal end of the spool. If the tester lights up when the contact is made, the spool has a positive charge. If the tester does not light up when contact is made, the spool has a negative charge.

Spools should be sorted into containers by positive and negative charge.



Factors Measured:

Bi-manuel dexterity
Eye-hand coordination
Finger desterity
Motor coordination
Following instructions
Decision making

They can explore clerical occupations while working in the front office; they can gain food service experience by assisting in the cafeteria; janitorial skills can be developed when the students work with the custodial and transportation staff. Students can not only work in their own school building, but also at the bus garages and the Board of Education offices.

The reality of mentally handicapped students being accepted and allowed to work at various locations within the school system does not happen without adequate planning, preparation and orientation on the part of the special education program. The following suggestions may help to facilitate the development of school based vocational training within a school system.

(1) Explain the vocational training concept at a teacher's meeting or in-service training program. It is very important that all teachers and other school personnel understand the vocational training program being instituted for mentally handicapped students, if they are to accept and support the program.

(2) Invite the office personnel, cafeteria workers, janitorial and transportation staff to assist with the development of the training curriculum and to serve on a curriculum committee. They are experts in their field and can give valuable information regarding the skills, physical demands and environmental concerns of their particular professions. In addition, by their involvement in the curriculum they have a vested interested in the success of the program.

Community Based Instruction

Community based training, for Project RESPECT, took many forms. The community was utilized to further explore possible career options by observing numerous types of employment situations; to evaluate student performance on particular jobs; and to allow students the opportunity to try a number of jobs prior to making a career decision. It should be emphasized that community based training was conducted in conjunction with both classroom and school based vocational training. The amount of community based vocational training, however, increased as the student progressed through the school system and dominated the last two years of the student's secondary education program. Community Based Instruction can take many forms. Those utilized by Project RESPECT are described on the following pages.

Vocational Exploration

Observations of local businesses can serve as a means to provide authenticity and reality to career exploration. Two to three students, therefore, can be accompanied by a school representative to a business to observe workers doing actual jobs. Employers should explain the job requirements; the physical capacity needed to perform the job; the academic skills necessary; working hours; benefits; and important factors associated with maintaining employment. Observation of 10 -15 different jobs available in the community in which students have expressed an interest, is a good base on which to begin to make a career decision. Community based Career Exploration usually occurs during the first year of a a student's secondary school experience.

Evaluation/Assessment

Community businesses can be utilized to further evaluate those interests and assess the vocational abilities of the students in relation to tasks required of specific jobs. Students can be accompanied by a school representative, in groups of two, to a business in the community. The job should be explained and demonstrated by the employer or employee of the business. The student can then perform the tasks while documentation is maintained. Community evaluation at a particular location generally lasts from 1-3 hours per day for no more than 5 days. The number of community evaluations depends on the interest of the student. Discussions regarding the evaluation experience should follow each evaluation session. Community Assessments are usually conducted during the second year of a student's secondary education.

Documentation of activities and performance during community based instruction is an essential component for both accountability purposes as well as possible liability issues. Adequate documentation should be ensured.

THE TRANSITIONAL TRAINING PROGRAM

The Transitional Training Program, as referenced by this "Guide", refers to very specific services provided to the student during the last two years of his/her secondary education. It is during this phase, that the interagency coordination moves into the forefront. The classroom teacher, the OVR counselor, the Mental Retardation Case Manager, the local job placement agency, the parent and student work hand-in-hand to affect a planned, coordinated, successful transition from school to the adult community for each student.

The Individual Transition Plan interfaces with the Individual Educational Plan and serves as both a guide and a measure for meeting stated goals and objectives. Although the ITP is individualized to meet the needs of the student, it can be generalized for illustration purposes, as seen in Figure 6.

While the student is still enrolled in the school system, the Vocational Rehabilitation Counselor, the Mental Retardation Case Manager, and the adult service agency representative begin the coordinating process of career and personal counseling, vocational evaluation, job development, job training, case management, recreational services, housing and follow-along. The majority of vocational training for the students is community based and is referred to in this "Guide" as Transitional Skills Training.

Transitional Skills Training

Transitional Skills Training gives students the opportunity to gain hands on experience with a job or variety of jobs prior to making a vocational decision. A Transitional Skills Training experience can be for pay or for class credit, depending on the circumstances of the training site and the needs and abilities of the individual student.

Non-Paid Transitional Training

Typically, a non-paid Transitional Training experience will consist of 1-2 students working along side a paid employee of a local business for two to four hours per day for a 9 week grading period. The student will observe, assist, and perform tasks required of a particular job. A representative of the school system should accompany the student initially and remain until student performce and employer expectations have been satisfied. The school representative should observe, on

Figure 6

ESTABLISHING AN INDIVIDUAL TRANSITION PLAN

GOAL	ACTIVITIES	RESPONSIBLE PERSON	DATE
To establish individaul transition team.	(1) Contact OVR counselor (2) Contact Developmental Disabilities to identify Case Manager (3) Identify Ancillary Staff (Speech, Occupational therapist) for team participation. (4) Contact parents	Special Education Teacher	9/1/86
To write an ITP identifying long and short transition objectives.	(1) Conduct a transition team meeting as part of the IEP process (2) Identify possible short and long term employment and and residential objectives. (3) Assign responsibilities for completion.	ITP Team Members -Special Education Teacher -Vocational Education Teacher -DD Case Manager -OVR Counselor -Parents -Student -Job Placement Personnel	9/15/86
To determine student vocational interests and abilities.	(1) Schedule Vocational Assessment (2) Transport student to Assessment Center (3) Conduct Assessment (4) Analyze Assessment Results	-OVR Counselor -Teacher -Student -Parent -Vocational Evaluator -Paraprofessional Staff	9/30/86

ESTABLISHING AN INDIVIDUAL TRANSITION PLAN (continued)

GOAL	ACTIVITIES	RESPONSIBLE PERSON	DATE
To provide student with a variety of real work experiences.	(1) Place student at non paid training site for: -janitorial -food service for a minimum of 9 weeks at each site. (2) Utilize the supported work model for training. (3) Train at least 4 hours per school day, 4 days per week, at the job site. (4) Monitor and evaluate each position.	-Special Education Teacher -Vocational Education Teacher -OVR Counselor -DD Case Manager -Occupational and Physical Therapist -Student -Job Placement Personnel -Para Professional Staff	10/1/86
	(1) Place student at Limited Work Experience site for 6 months in food service or janitorial (2) Conduct job development with employers (3) Utilize the supported work model for training (4) Train at least 2 hours per school day, 5 days per week (5) Monitor and evaluate		1/1/87

ESTABLISHING AN INDIVIDUAL TRANSITION PLAN

GOAL	ACTIVITIES	RESPONSIBLE PERSON	DATE
To identify a job for the student to begin during the last year of school.	(1) Survey job market based on findings of the job training. (2) Establish employer interviews. (3) Identify additional skills that require training (transportation,housing) (4) Conduct job placement, training and follow-along.	-Special Education Teacher -Vocational Education Teacher -OVR Counselor -DD Case Manager -Job Placement Personnel -Parents -Student	9/1/87
To provide supported work services as needed after graduation.	(1) Assign team leadership to OVR counselor or Job Placement Personnel (2) Assign Case Manager for follow-up at job site. (3) Distribute meeting minutes to all team members.	-DD Case Manager -OVR Counselor -Parents -Special Education -Employer -Vocational Education Teacher -Job Placement Personnel	7/1/87

a regular basis, and document student performance. The employer should also complete a student evaluation form. Non-paid Transitional Training experiences typically occur during the first semester of the student's junior year of school. It is suggested that a minimum of two non-paid experiences be provided for each student.

Paid Transitional Training

Project RESPECT utilized the Job Training Partnership Act (JTPA) funding to provide paid training for students during the second semester of their junior year of school and during their last year of secondary education. Limited Work Experience (LWE), Try-Out Employment (TOE), and Summer Youth Employment monies were made available through JTPA, for this purpose.

Generally, Limited Work Experience was utilized with the students in their junior year of school. Students worked in public, non-profit agencies for 2-4 hours per day, for a maximum of 6 months. Given the fact that students did not begin their Limited Work Experience program until the second semester of the school year, vocational training usually extended into the summer months. During this Limited Work Experience, both school personnel and adult service, job placement staff, worked with the student. Job development, training, follow-along and support were coordinated activities of the school system and the adult service agency.

Summer Youth Employment can be an excellent vocational training tool for students. Because of the reduction in funding, however, Summer Youth Employment funding was not readily available and was, therefore, utilized sparingly and creatively. Students shared Summer Youth Employment slots. That is, 2-4 students would work 10-20 hours per week rather than the allotted 40 hours per work week. A note of caution. Only students who can work relatively unsupervised and with minimal training should be targeted to participate in Summer Youth Employment unless school personnel or an adult service agency staff will be available to provide that training and supervision.

Participation in Try-Out Employment occurred during the student's last year of secondary education. Students received 250 hours of paid training at a private, for profit business. The goal of Try-Out Employment for participating students was employment with the Try-Out Employment employer. Job development, training and follow-along were provided by the adult service, job placement agency with the classroom teacher serving as facilitator and monitor.

As stated earlier, documentation is essential and adequate documentation must be maintained for students participating in all community based instruction. It is suggested that at minimum, the following documentation be maintained for each student participating in community based instruction.

(1) A written worksite agreement should be completed for every training site utilized by the program (Appendix D). The agreement should be specific as to the job and the student, dated, signed and include responsibilities, explanations or clarification of the following:

-- Supervision
-- Training
-- Wages, if applicable
-- Liability insurance coverage
-- Length of training
-- Job duties
-- Performance standards
-- Training hours during the day
-- Absentee policies and procedures
-- Transportation

(2) Written documentation of student activities and performance should be maintained on a regular basis. Project RESPECT utilized a simple job analysis format (Appendix E), which included:

-- A break down of each task required of the particular job
-- Performance standards of each task in relation to both quality and quantity of work produced
-- An initial analysis of student performance on each task
-- Periodic reviews of student performance on each task

The performance standard set for a particular task can then be used as the grading measure, if A,B,C,D, and F grades are given for the community based experience. For example, in relation to the industry standard for a particular job, a student is performing at 100% quality and only 75% production standard. The average for that particular task or job is 88% or a "B" grade.

In summary, Interagency coordination is the "by-word" for the entire process of the vocational training and transition of mentally handicapped students from school to the adult community. As the Special Education Programs within the school systems coordinate services, personnel and financies with the Office of Vocational Education, the Office of Vocational Rehabilitation, Mental Retardation Services and Job Placement Agencies, an effective, successful transition will be developed.

SECTION III

OUTLINED GUIDE FOR THE DEVELOPMENT OF A VOCATIONAL TRAINING AND TRANSITION PROGRAM

Section III contains blank forms designed to assist the reader in developing a vocational training and transition program. The forms correlate with the information contained in this "Guide" regarding suggested procedures involved in that development process.

Developing the Transition Team

Team Leader: _____

Special Education Teachers: _____

_____ _____

_____ _____

Vocational Education Teachers: _____

_____ _____

_____ _____

OVR Counselor: _____

Representative from Mental Retardation Board: _____

Representatives from Job Placement Agencies:

Sheltered Workshop: _____

Association for Retarded Citizens: _____

JTPA Programs: _____

Mental Retardation Board: _____

Other: _____

_____

Representatives from Other Adult Service Agencies:

Day Habilitation: _____

Respite Care: _____

Housing: _____

Social Services: _____

Transportation: _____

Other: _____

_____

Parent: _____

Business Representative: _____

School Principal: _____

Special Education Coordinator: _____

Local Elected Official: _____

Representative from the News Media: _____

Other: _____

_____

_____

Initial Activities of the Transition Team

1. **Define the Goal of Education for mentally handicapped students.**

   Goal Statement:

2. **Define the role of the Transition Team.**

   General Role Statement:

   Goals of Transition Team:

   Specific Objectives of Transition Team:

3. **Establish components of the Transition Program with the role of each team member defined.**

Component/Activity	Person Responsible	Timeline	Funding

4. **Develop written agreements between the school system and all members of the Transition Team.**

Agreement of Cooperation/Coordination

Names of Parties:

Purpose of Agreement:

Definition of Ambiguous Terms:

Eligibility Requirements:

Referral Procedures:

Specific Population to be Served:

Fees, if applicable:

Agreement of Coorporation (continued)

Roles and responsibilities of each party with timelines for completion:

Activity	Responsible Party	Timeline

Meeting dates:

Confidentiality Statement:

Documentation Requirements:

Data	Person Responsible	Use of Data

Termination/Revision Statement:

Signatures/Date: _____ _____

_____ _____

Suggested Planning Activities of the Transition Team

1. Catalogue Resources of the School System:

Personnel:

Name	Area of Expertise	Availability

Equipment and Transportation:

Equipment/Vehicle	Availability	Cost (if any)

Other Work Training Programs:

Type Program	Eligibility	Possible Adaptations/Assistance to Make Program Accessable to Mentally Handicapped Students

2. Catalogue Resources of the Community

Community Resource Guide

Name of Organization/Business: _____

Address: _____

Phone: _____

Contact Person: _____

Services Provided:

Eligibility Requirements/Restrictions:

Fee:

Referral Procedures:

Application Procedures:

Population Served:

Plans/Willingness to Provide Services/Employment to Mentally Handicapped Persons:

Adaptations Required to Provide Services/Employment to Mentally Handicapped Persons:

Community Resource Guide (continued)

(For Businesses, Only)

Skill Level of Jobs:

Education/Training Required for Employment:

Environmental/Safety Factors:

Physical Capacity Required to Perform Jobs:

High Turn-over Positions:

Type and Amount of Supervision Provided:

Working Hours:

Wages and Fringe Benefits:

Willingness to Experiment with Supported Work Options, ie. Shared Jobs, Enclaves, Work Crews:

Teacher and Paraprofessional Training

Training Areas	Speakers/Trainers	Date
Vocational Evaluations		
Understanding OVR		
Understanding JTPA		
Task Analysis Training		
Environmental Assessments		
Individual Transition Plans		
Interest Testing		
Career Counseling		
Time Management		
Interpreting Test Scores		
Time Studies		
Work Flow Concepts		
Job Modifications		
Grant Writing		
Program Evaluation		
Structuring a Vocationally Oriented Classroom		

Developing a Vocational Training Curriculum

Issues and Points to Remember:

1. A two hour block of time is essential for scheduling.
2. Classroom based curriculum should be pertinent, relevant, vocational, and age appropriate.
3. A school based program can provide realistic work experiences for students prior to moving into a community setting.
4. Community based instruction is a necessity.
5. Plan for transportation in advance.
6. Explain the program to the insurance company to ensure coverage.
7. Gain School Board approval.

Determine Cost of the Program

Student to Teacher/Paraprofessional Ratio: _____

Personnel: $_____

Fringe: $_____

Transportation: $_____

Telephone: $_____

Supplies: $_____

Other: $_____

Total: $_____

Possible Funding Sources

Agency	Activity	$$$$
Local Board of Education:		
State Office for Exceptional Children:		
JTPA:		
Office of Vocational Education:		
Developmental Disabilities Council:		
Association for Retarded Citizens:		
Office of Vocational Rehabilitation:		
Mental Retardation Board:		
City Government:		
Local Civic Organizations:		
Private Foundations:		
Other:		
_____		
_____		
_____		
_____		

Develop a Marketing Plan

Target Audience(s):

_____ _____

_____ _____

Methods:

(1)Presentations

Group/Agency/Club	Presenter	Date

(2) News Media

Newspaper: _____

Radio: _____

Television: _____

(3) Other

Video Tapes: _____

Slide Presentations: _____

Employer Surveys: _____

_____

_____

_____

Marketing Plan (continued)

Information Needed for Marketing of the Program:

(1) Brief Program Description:

(2) Statement of Need:
(Include numbers of students; statistics and follow-up information on exiting students prior to implementing the program. Compare those statistics to expectations once the program is implemented.)

(3) Program Objectives:

(4) Outline of Program Activites:

(5) Cost of Program:

(6) The Difference the Program will Make - IMPACT

Developing a Program Evaluation System

1. Determine the reasons for evaluating the program.

2. Decide on the type of evaluation needed -- process, summative. This will help determine the kinds of information/data to collect.

3. Decide on data to be collected; who will collect data; and how often data will be collected.

4. Analyze data for duplication. Streamline paperwork for all agencies.

Data	Person Responsible	Timeline
Disability Previous Training Previous Work Experience Vocational Interest Economic Status Social Adaptability Integration with Non-Handicapped Peers Type of Training Needed Student Attitude Parental Involvement Type of Supervision Required Vocational (ITP) Goals Progress Toward Goals Interventions Vocational Skills Test Scores Type Training Received Amount of Training Received _____ _____ _____		

appendices

AGREEMENT OF COORDINATION

This Areement is made and entered into as of this ____ day of ____, 19__, by and between _____ and _____. The purpose of this Agreement is to ensure the transition of mentally handicapped students from school to post secondary adult services.

_____, as the school system responsible for the education of mentally handicapped students, will provide the following services to all students participating in their last year of education:

- vocational skills training
- work habits training
- career exploration

This information will be shared with _____ through the use of the Individual Transition Plan at quarterly Team Meetings. The classroom teacher will maintain the ITP; schedule and arrange Team Meetings; update goals and objectives; and provide _____ with a copy after each Team Meeting.

_____, as the Adult Service Provider, agrees to provide the following services to ____ students in their last year of secondary education:'

- Transporation of students to job interviews
- Job Placement services
- On-the-job training
- Follow-along and replacement

_____ will maintain the following documentation and provide copies to the school system on a quarterly schedule:

- Job Placement Log
- Follow-Up Log
- Employer Contact Forms

Miscellaneous Provisions

_____, will provide adequate supervision for the students while in the employment training program.

_____ will assure all participants a safe work place and assure when participants are engaged in activities not covered under the Occupational Safety and Health Act of 1970, as amended, they shall not be required or permitted to work, be trained, or receive services in buildings or surroundings or under working conditions which are unsanitary, hazardous, or dangerous to the paricipant's health or safety.

_____ will provide adequate liability insurance to cover their presonnel involved in transporting and/or training of the students participating in the program.

The terms of this Agreement are from _____ until _____, 19__. The terms of this Agreement may be changed or voided by agreement of such by both parties.

_____ _____
School System Representative Date

_____ _____
Adult Service Agency Representative Date

JTPA ENROLLMENT FORM

APPENDIX B

SOCIAL SECURITY NUMBER — 01

NAME OF PARTICIPANT (LAST, FIRST, MIDDLE) — 02

COMPONENT WORKSITE ID — 03

ENROLLMENT DATE — 04

STAFF ID — 05

DOT CODE — 06

TITLE OF OCCUPATIONAL TRAINING CODE — 07

HOURLY RATE — 08

YOUTH COMPETENCY DEFICIENCIES

PRE-EMP/WORK MATURE	BASIC EDUCA	JOB SPECIFIC
1 YES	1 YES	1 YES
2 NO	2 NO	2 NO
9 NA	9 NA	9 NA
09	10	11

CARRYOVER — C — 12

CONTRACT # — 13

PHONE # - Nearest Living Relative — 14

SUBSPONSOR NAME & ADDRESS _____

CITY, STATE, ZIP CODE _____

ACTIVITY _____

SUBSPONSOR SIGNATURE: _____

PHONE NO.: _____

DATE _____

TERMINAL OPERATOR USE ONLY

KEYED BY: _____ DATE: _____

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JTPA COMPLETION/SEPARATION FORM

SOCIAL SECURITY NUMBER	PARTICIPANT NAME (LAST, FIRST, MIDDLE)
01	02

					YOUTH COMP. ATTAINED			
COMPONENT WORKSITE ID	COMPL/SEPAR DATE	STATUS 1 SATIS 2 UNSATIS 3 VOL SEPAR 4 INVOL SEPAR 5 CARRYOVER	REC'D ACADEMIC CREDIT 1 YES 2 NO 9 NA	OBT. GED 1 YES 2 NO 9 NA	PRE-EMP/WORK MATURE 1 YES 2 NO 9 NA	BASIC EDUCA 1 YES 2 NO 9 NA	JOB SPECIFIC 1 YES 2 NO 9 NA	TOTAL HOURS TRNG
03	04	05	06	07	08	09	10	11

					YOUTH COMP. ATTAINED			
COMPONENT WORKSITE ID	COMPL/SEPAR DATE	STATUS 1 SATIS 2 UNSATIS 3 VOL SEPAR 4 INVOL SEPAR 5 CARRYOVER	REC'D ACADEMIC CREDIT 1 YES 2 NO 9 NA	OBT. GED 1 YES 2 NO 9 NA	PRE-EMP/WORK MATURE 1 YES 2 NO 9 NA	BASIC EDUCA 1 YES 2 NO 9 NA	JOB SPECIFIC 1 YES 2 NO 9 NA	TOTAL HOURS TRNG
12	13	14	15	16	17	18	19	20

					YOUTH COMP. ATTAINED			
COMPONENT WORKSITE ID	COMPL/SEPAR DATE	STATUS 1 SATIS 2 UNSATIS 3 VOL SEPAR 4 INVOL SEPAR 5 CARRYOVER	REC'D ACADEMIC CREDIT 1 YES 2 NO 9 NA	OBT. GED 1 YES 2 NO 9 NA	PRE-EMP/WORK MATURE 1 YES 2 NO 9 NA	BASIC EDUCA 1 YES 2 NO 9 NA	JOB SPECIFIC 1 YES 2 NO 9 NA	TOTAL HOURS TRNG
21	22	23	24	25	26	27	28	29

TOTAL MONETARY SUPPORT	STAFF ID	STAFF SIGNATURE _____ STAFF PHONE # _____ DATE _____
30	31	

TERMINAL OPERATOR USE ONLY

KEYED BY: _____ DATE: _____

JTPA-4 *Rev. 3/86*

JTPA EXIT FORM

SOCIAL SECURITY NUMBER (01)

PARTICIPANT NAME (LAST, FIRST, MIDDLE) (02)

PROVIDER NAME & ADDRESS _____

CITY, STATE, ZIP CODE _____

CONTRACT # _____

STAFF SIGNATURE _____

STAFF PHONE # _____

DATE _____

JTPA EXIT SECTION

STAFF ID (03)

DATE (04)

LABOR FORCE STATUS (05)

1 EMPLOYED F/T
2 EMPLOYED P/T
3 UNEMPLOYED
4 NILF
5 UNKNOWN

PARTICIPANT ADDRESS

STREET ADDRESS

CITY

ZIP CODE

TELEPHONE

TERMINATION REASONS (CIRCLE NUMBER OF ONLY ONE CHOICE) (06)

ENTERED EMPLOYMENT (POSITIVE)

01 JTPA PLACEMENT
02 OBTAINED EMPLOYMENT
03 JOINED ARMED FORCES
04 REGISTERED APPRENTICESHIP

YOUTH ENHANCEMENT-TITLE IIA
AGE 14-21

05 ENTERED NON TITLE TRAINING
06 RETURNED TO FULL-TIME SCHOOL (NOT IN SCHOOL AT ELIGIBILITY)
07 COMPLETED PRO OBJECTIVES (14-15)
08 COMPLETED MAJOR LEVEL OF EDUCATION
88 ACHIEVED YOUTH COMPTNCY. (16-21)

OTHER TERMINATIONS (NON-POSITIVE)

09 EXCEEDED PROGRAM DURATION
10 RETURNED TO SCHOOL (ADULT
11 ENTERED NON-JTPA TRAINING
12 COMPLETED PROGRAM OBJECTIVES/NO EMPLOYMENT
13 COMPLETED PRO OBJECTIVES/REMAIN IN SCHOOL
14 HEALTH/PREGNANCY
15 FAMILY CARE
16 TRANSPORTATION
17 MOVED FROM AREA
18 REFUSED TO CONTINUE
19 ADMINISTRATIVE SEPARATION
20 CANNOT LOCATE
21 OTHER (SEE REMARKS)
22 INELIGIBLE AFTER ENROLLMENT

UNSUBSIDIZED JOB PLACEMENT SECTION

DATE (07)

EMPLOYER ID (08)

DOT CODE (09)

EMPLOYER
NAME _____
ADDRESS _____
CITY, STATE _____
PHONE # _____

TITLE OF DOT CODE (10)

TRAINING RELATED (11)
1 YES
2 NO

HOURS/ WEEK (12)

HOURLY RATE (13)

SECTOR (14)
1 PUBLIC
2 PRIVATE

NAME OF CONTACT PERSON (15)

REMARKS

TERMINAL OPERATOR USE ONLY

KEYED BY: _____ DATE: ____

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APPENDIX B

EMPLOYABILITY SKILLS TRAINING
COMPETENCY RATING

STUDENT: _____ IMPLEMENTOR: _____

OBJECTIVES	BEG. DATE	COMP DATE	REVIEW DATE	REVIEW DATE	ACHIEVED (PRE/POST)
1. The student will be able to identify job interests & attitudes.					
2. The student should be able to know and identify various careers.					
3. The student should be knowledgeable of employment abbreviations					
4. The student should be able to read and understand "Help Wanted" advertisments.					
5. The student will complete an application for employment.					
6. The student should be knowledgeable of job interview questions.					
7. The student will need to understand future time on clock.					
8. The student will understand time duration on clock.					
9. The student will be knowledgeable of payroll deductions.					
10. The students will be knowledgeable of establising good working relationships with co-workers.					

RATING SCALE

O	- Outstanding	100%
M	- Mastery	90%
S	- Satisfactory	80%
I	- Improvement needed	70%
U	- Unsatisfactory	60%

THE CLASSROOM AS A CITY

OVERVIEW

"The Classroom as a City" was developed to meet the vocational training needs of both Trainable and Educable mentally handicapped students. In addition to learning basic work skills representative of jobs in the community, the program emphasizes appropriate work behaviors, work initiative, and motivation, as well as independent living skills associated with banking, paying bills and customer etiquette.

COMMUNITY JOBS

During the first week of school, students apply for the three "positions" that are available in "The City", Bank Clerk, Bill Collector and Postal Worker. Applications are reviewed and students are interviewed for the positions by other faculty members at the school. Positions are offered to the most well qualified applicants.

Employees of "The City" have a Personnel Manual which explains job requirements; City rules regarding absenteeism, work performance, and work behaviors; disciplinary actions; reasons for termination; and grievance procedures. Students may be terminated from employment for justified reasons.

The BANK CLERK is responsible for recording all deposits and checks; stamping all cancelled checks; filing cancelled checks; sending monthly reconciliation forms to students; and compiling a list of eligible students for the weekly game.

The BILL COLLECTOR is responsible for typing and mailing all electric bills; recording all payments; perparing and sending out deliquency notices; and compiling a list of eligible students for the weekly game.

The POSTAL WORKER is responsible for sorting all mail; selling stamps; recording the number of stamps used; and delivering all mail.

CLASSROOM ORGANIZATION

Classroom activities consist of both work samples and written assignments. Work samples incorporate a wide range of experiences. Students gain hands-on practice with sub-assembly of small parts; clerical tasks involving filing and typing; computer operation; weighing and pricing involved in retail occupations; and the use of hand tools.

Work samples are labeled and shelved. All work samples have been time studied for an industrial standard. Work samples are designed to give students one hour of continuous work. Student performance is measured against this standard.

Each student has a folder which outlines the requirements and activities for the day. The student is expected to report to class; review folder for daily assignment; clock in; record assignment code on the time card; complete task; clock out; return completed activity to the teacher for quality check; reshelve completed activity; and begin process again with next assignment.

Each student has a checkbook with deposit slips.

WORKING AND EARNING

Students earn a weekly paycheck based on their performance on the worksamples and the assignments. The work rate for each day is multiplied by $3.35 per hour of work.

Pay checks are received on Monday. Students complete a deposit slip and then deposit the check into their personal account at the "City Bank". It is through this personal checking account that students pay their weekly bills.

PAYING BILLS

Each week students are expected to pay two bills, electricity and rent. The electric bill is mailed to the student and s/he receives it in his mailbox. No statement is sent for the rent. The student must remember to pay the rent payment each week. Late charges are levied.

Both the electric bill and the rent payment are "fixed" charges per individual student. The rate is decided upon by the amount of productivity expected of the individual student at a given time. Therefore, each student has a different amount to pay for electricity and rent. For example, if a student's production goal for the week/month/9 weeks, is 80%, his bills will be higher than the student who is working toward a production goal of 65%. Charges are fixed so that if a student meets his production goal, and pays his bills on time, he will have a sufficient amount of money for entertainment on Friday.

Each student must write checks to cover the electric and rent payments. Bills must be mailed; therefore,the student is required to address and stamp the envelopes and place them in the mailbox.

Loans are available at the "City Bank". Loans are granted based on past earnings, attendance, previous loans, etc. These loans do carry interest payments.

The Classroom As A City (continued)

THE GAME

On Friday, after a short quiz or assignment, students may purchase a game ticket. Only students who have paid all past bills and have sufficient finances to cover the cost of the game, are eligible to play. Students not participating in the game have an assignment.

All games are educational and carry a prize or reward for the winners.

EXAMPLE

The student has a monthly production/grade goal of 85%.

Weekly Assignment	Productivity	Wages
Worksample #3	85% (1 hour)	$2.85
Computer #7	80% (1 hour)	$2.68
Assignment #8	90% (2 hours)	$6.03
Worksample #5	70% (1 hour)	$2.35
Worksample #7	80% (1 hour)	$2.68
Assignment #9	95% (1 hour)	$3.18
Computer #8	85% (1 hour)	$2.85
	85% average	**$22.62**
FICA (6%)		$1.36
Total Net Pay:		$21.26
Electric Bill		$ 5.00
Rent		$10.00
Game		$ 5.00
Total Expenses		$20.00
Net Balance for Week:		$ 1.26
Balance Forward:		$ .52
		======
Net Balance to Date in Checking Account:		**$ 1.78**

PROJECT RESPECT

WORK SITE AGREEMENT

Student Training Program: Try-Out Employment (TOE)

Program Explanation:

TRY OUT EMPLOYMENT is a mechanism provided by the Job Training Partnership Act (JTPA) so that youth, ages 16-21, are given the opportunity to gain employment experience prior to actually becoming an employee of a private, for profit business.

A private, for profit employer agrees to serve as a worksite and make jobs available for a student for a maximum of 250 hours. During that 250 hours of Try-Out Employment, should a student fail to meet employer expectations, an employer may terminate the TOE experience or may ask to work with another student. However, a consultation with the TOE representative should take place prior to this decision.

Student wages will be paid by JTPA, through its subcontracting agency. The employer is not responsible for wages, social security, unemployment or workman's compensation during the TOE experience. Payroll is on a two-week delayed system and students will be paid every two weeks.

The worksite supervisor will be asked to maintain a daily time report and to complete an evaluation indicating the student's progress and/or problem areas, on a quarterly basis.

At the conclusion of TOE, if the student has been successful, an employer is expected to offer employment to the student on a part or full time basis. A worksite that does not offer employment to a successful TOE completor, may not be utilized again as a TOE worksite.

The goal of the TOE program is to initiate students to the world of work; introduce employers to competent perspective employees; and provide a trained work force to meet the demands of employment.

Other Responsibilities of Worksite:

Other Responsibilities of School:

WORKSITE AGREEMENT

Worksite Name:_____

Worksite Address:_____

Worksite Phone:_____

Job Title:_____

Job Responsibilities:_____

_____

Performance Standards of Job (quantity, quality, etc.):_____

_____

_____

Beginning Date of Training:_____

Review Dates:_____ _____

_____ _____

Ending Date of Training:_____

Training Hours (day and time):_____

Student Name:_____

Name of Worksite Supervisor:_____

_____ _____

Signature of School Representative Date

_____ _____

Signature of Worksite Representative Date

APPENDIX E

PROJECT RESPECT

COMMUNITY BASED TRAINING

JOB ANALYSIS/PERFORMANCE REVIEW

Worksite:_____

Student:_____ _____

TASK	PERFORMANCE STANDARD Time/Quality	PRE TEST T/Q	REVIEW T/Q	REVIEW T/Q	REVIEW T/Q	REVIEW T/Q

Dates of Pretest/Reviews

Initials of Person
Conducting Pretest/Reviews

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